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ABSTRACT
The idea of this box of multimedia instructional materials is to surround the children with curious and wonderful objects and experiences which will stimulate them to self-expression. The kit provides a set of unusual objects: two movies about a rainshower, one from a weatherman's point of view and one as seen through the eyes of an artist; a set of pictograph word cards to be used in a game; and 25 photographs to interpret. The teacher's guide gives the procedure for 11 lessons which are designed to allow imaginative play with words in order to learn how words relate to each other, how their associations vary, and how their meanings shift and change. Throughout the box, emphasis is placed upon careful observation and individual interpretation of events. Supplements include an inventory of the box; a list of books, films, other related projects, and a short descriptive note about the MATCH Box Project. (JY)

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imagination unlimited

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THE MATCH BOX PROJECT

Materials and Activities for Teachers and CHildren

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BY SUSAN WILLIAMS
SHARON WILLIAMSON

MATCHBOX PROJECT · PROTOTYPE EDITION

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The Children's Museum, Jamaicaway, Boston, Massachusetts 02130

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Story

Hunting Nights

In Africa all of the animals hunt at night. One night a leopard had caught a deer. The leopard drug the deer to a tree and was eating him. but the elephants and giraffes where at the lake taking some water. In the night at Hunting Night.

The End

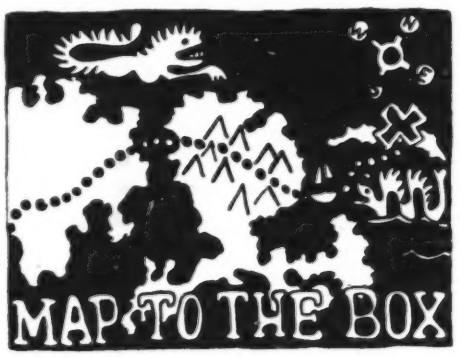
introduction

To surround the children with curious and wonderful objects and experiences which will stimulate them to self-expression is the idea of this Box. They play imaginatively with words in order to learn how words relate to each other, how their associations vary, and how their meanings can shift and change.

The children describe objects which others in the class can't see. In doing this, they create images for others. From these images, the children guess what is being described. Then the imagined objects and the original objects are compared.

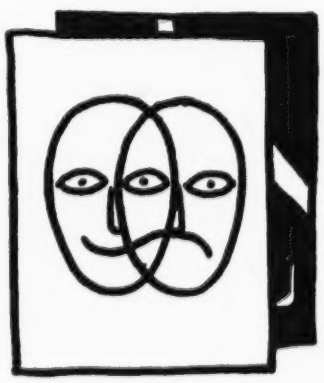
Two movies are viewed about a rainshower, one from a weatherman's point of view and one as seen through the eyes of an artist. This brings to mind that an event can be interpreted in different ways. Then the class chooses an event, and groups within the class create their own presentations of it.

Throughout the Box, emphasis is placed upon careful observation and individual interpretation of events.



SECTION I: Students play association games with the pictograph word cards, and make up stories from randomly chosen cards. They also learn to make their own word cards. These games help to create a positive orientation to the fun that can be had with words.

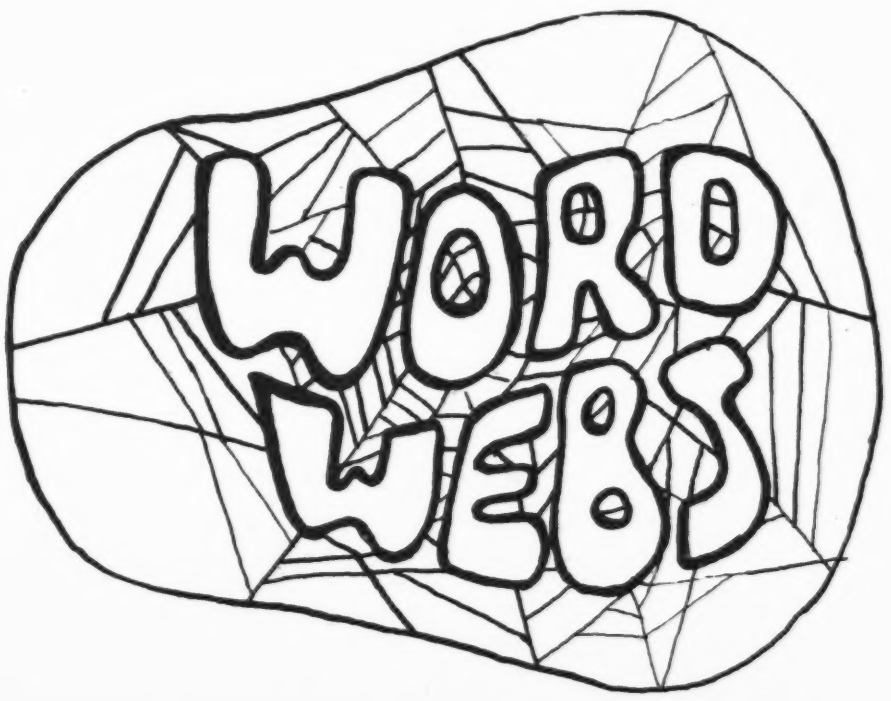
SECTION II: Students generate descriptive phrases and associations for mystery objects in order to communicate these descriptions to others in the class. Then they use the objects as raw material for stories and poems.



SECTION III: Students interpret photographs and learn some forms into which they can cast their thoughts and feelings about the photos. They interpret the facial expressions of people in the photos, and try to describe those people.

SECTION IV: Students see two film statements about a rainstorm, and discuss the differences between them. Students undertake a project for self-expression, choosing the media and the forms they wish to use.

The deck of word cards in this MATCH Box is for use with a number of word games. (Please take a look at them so the media we are discussing will be clear to you.) All the games described here are designed to give your class a chance to play imaginatively with words, and so to learn some things about how words relate to each other, how varied are the associations they have, and how their meanings sometimes shift and change.



Idea:
Divide the class into two groups. Have each child in one group respond in writing to a given word card. Once all the associations have been shared, the second group tries to guess the original stimulus word. The children thus have to think about how words are associated with each other. This sort of expansive thought -- which frequently involves consideration of synonyms, parallels, antonyms, homonyms, etc. -- is good practice for creative writing.

Materials Needed:

from the Box:	from the classroom:
twelve large word cards	paper and pencil
word card deck	

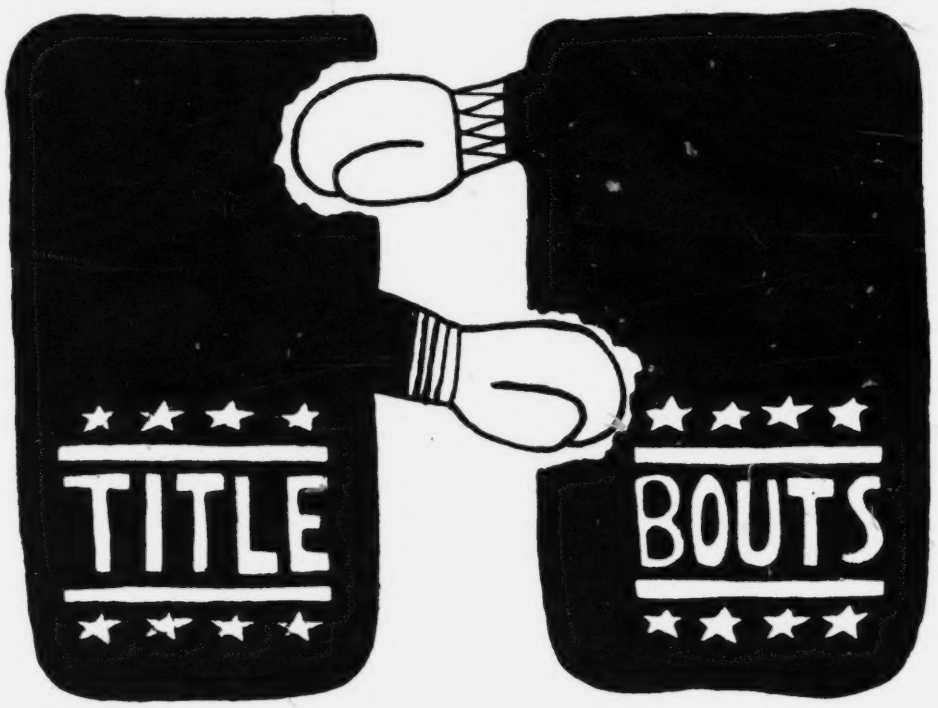
Procedure:
1. Divide the class into two teams, the Wordlings and the Echoes, and give each child pencil and paper.

2. While the Wordlings put their heads down, show the Echoes a large word card and have each of them write down the first word or phrase that comes to mind.

3. Now let the Echoes in turn say their associations out loud, as you write them on the board. From these, the Wordlings now must try to guess the original word on the card.

4. Now have the teams reverse roles. (If the children use proper names like "Moby Dick" for a response to "whale" encourage them not to.)

Play as many rounds of the game as you like. The point is to first generate associations and then have everyone take a look at them. What sort of associations did people have? Which kinds helped most in guessing the word? Which ones were most unusual and interesting?



Idea:
The children combine two words, chosen blindly from the word card deck, into a story. The children will have to use their imaginations in order to create connections between the unrelated words.

Materials Needed:

from the Box:	from the classroom:
word cards	paper and pencil

Procedure:
1. Spread all the word cards on the floor face down. Hold up two of them and have someone tell a story interweaving the two words into it.

2. Now have the children come up and pick two cards each and write a title incorporating the two words. Then have them write stories to go with their titles.

Ancient Cave with a Cobweb (child picked 2 words)

Once there was an ancient cave. With ancient things about it. From Indians that lived there a long, long time ago. Could you imagine ways about that cave. There was a cobweb among the Indian things. The cobweb was so giant and thick that none of the people could see through. And this cobweb that was in the cave had lots and lots of spiders. But they got the things.

Picture this

Idea:
The children take blank card stock and make new word cards using their own favorite words.

Materials Needed:

from the classroom:

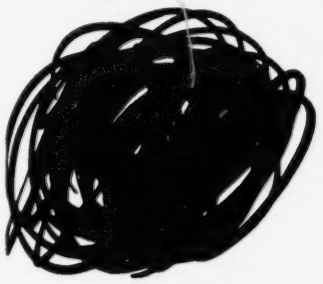
paper and pencil
blank card stock 4" x 5"
magic markers

Procedure:
1. In a brief discussion get the children to think about words: which ones do they like and why; which ones don't they like.

2. Have each child choose a word that interests him, and assist them in their preparation of preliminary sketches. Once the ideas have crystalized, have the class draw their final picture words on the 4" x 5" card stock.

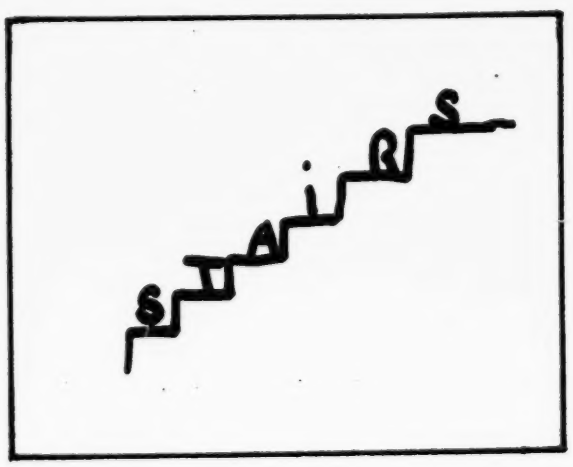
3. When the new cards are ready, arrange for the class to share them, or use them for playing some of the other games suggested in this section.

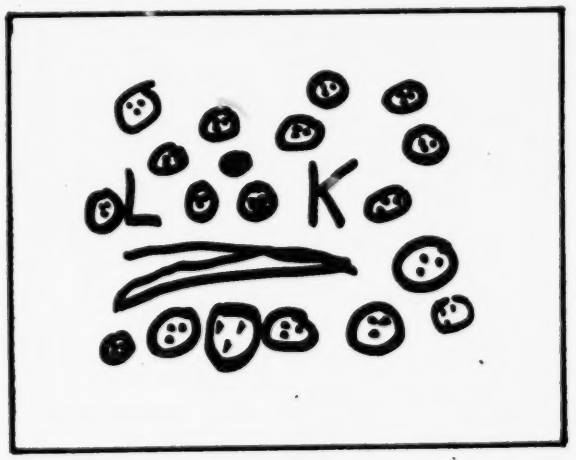
WIND



wind

ZIGZAG





Idea:
This activity is designed for a group of about five children at a time. It can be done while the rest of the class is doing other things.

Each child in a small group of children is given a word card. They make up a story together, each child seeing to it that the word from his card is used in the section he recites as his contribution when his turn comes around. Here the children exercise their imaginations. Also they must tune their attention to the part of the story already created by the others.

You may want to record the story as the children tell it or have them retell their story and record it then.

Materials Needed:

from the Box:	from the classroom:
tape recorder	paper and pencil
recording tape	blank card stock 4" x 5"
microphone	magic markers

Procedure:
1. Set up the tape recorder with the microphone ready to record. Tell the group that they are going to compose a story which you are going to record.

2. Give each child a word card. (You may or may not want to arrange them in advance.) Let one child begin. Each will then "add on" a piece to the story, incorporating his word.

3. Now you may want to record the story if you haven't already done so. The group might listen to and discuss this one: does it fit together logically? Does it have a strong beginning and a good climax? If so, then you'll want to play the tape for the whole class. If not, then give them another chance.

Please look at some of the objects in the trunk. We chose them so most children would find them funny and strange. The activities which involve these objects are calculated to help encourage the youngsters to develop their descriptive abilities and creative thought processes. Help the children to stimulate each other with "brainstorming" questions: what does it resemble? What could it be used for? What name could represent it? If I were this object, what would my life have been like?

Almost every adult finds himself called upon to give clear descriptions at some time in his life. In some professions this ability is absolutely necessary. Scientists, newspaper reporters, doctors, detectives must give unbiased descriptions of observations.

Imaginative thoughts and unbiased descriptive thoughts about an object often come in a medley. In these activities we direct development of both but we don't ask the children to differentiate between the two.

Idea: The children are divided into a number of groups, each of which makes a list of words and phrases about a specific object. After they have chosen the words and phrases, the groups are paired into a "guessing game" in which a group tries to guess the object described by the words and phrases of the other group. The emphasis is on the processes of description.

Materials Needed:

from the Box:	from the classroom:
six objects in bags	paper and pencil

Procedure:

1. (In order for the children to gain an idea of what kind of a list about an object they might generate, it is best if you produce a list about an object before they begin.) Take an object in a bag to the front of the room and tell the children you're going to make a list of thoughts you have about it and see if they can guess what it is. Make a list as thoughts come to your mind about its shape, color, size, what it resembles, etc. Then have the children guess what the list represents.

2. Now divide the class into six groups and have each group generate a list about an object in a bag, without revealing the object to anyone outside the group.

3. When they have had enough time to generate lists, call a halt. Pair the groups and tell them to exchange lists. Now have each group make a list of guesses about what the words and phrases in the list just received represent.

4. Finally, have the groups discuss the guesses and the original lists. What words and phrases in the original list were most identifying?

Example of what a child said about a sea shell:

shape like a coconut
very rough
hollow
has, like dots on it
comes from the sea
hole in top
hole on bands

yellow, brown and orange

guesses by children:

beehive
shell
sea shell
moonskull

The following list of suggestions represents only a few of the many exercises that ingenuity can develop in using the objects.

1. This activity involves descriptive ability and creative thinking. Once you explain the task to the children, they can spend spare minutes on it during a few days. Then the whole class might spend about twenty minutes with it.

Have the children try to name a nameless object. Tell them you are going to leave an object on your desk for a few days and you want them to think of names for it. After they have had some time, discuss the names for it, perhaps write a poem incorporating them.

2. Introduce this activity with a discussion of how it would feel to be an object. "Pretend you are springs. What would it feel like to be stretched? squashed? part of a bed? What was your origin? How are you useful?"

Have a child choose an object and write its life story, pretending he is the object.

A Rabbit Travel

Once upon a time in a dark forest a young rabbit was hopping along. I came up to a tree. On the tree was a sign of bark. On the sign it said, Rabbit Season. Then I saw a man coming and he shot at me. I ran but the man ran faster. He took a good aim at me and shot me in the head. The man took me by the ears and showed me to his friends. They skinned me and ate me for dinner. And he took me out to dry. Look at how I am now. And he took me to a museum to see the other rabbits. And they put me on display. And a nice lady brought me to a school and made a story out of me. And that was my end.

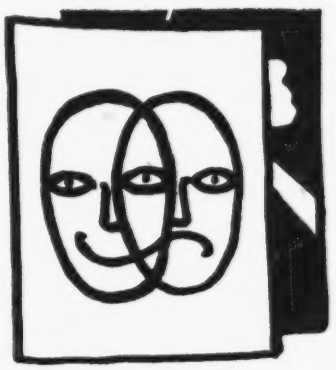
-- by a fourth grader

3. Here's an attempt at achieving varying perspectives. Plan to devote about twenty minutes at a time to it.

Walk around the room with an object from the Box. Encourage your pupils to make comments about it -- especially so, if some of them create comments while imagining "I am an old man with a beard" or "I am a tree" or "I am some seafoam" (or some other term from the word card deck), etc.

4. This is a game for a large group of pairs. It will take perhaps twenty minutes. Its purpose is to stimulate thoughtful communication between individuals. While it might seem easier to perform this activity on an oral basis, rather than in writing, our experiments showed that it tends to become quite hectic unless the relatively formal structuring of requiring a drawing is introduced.

Give one child in a pair of children an object in a bag; give the other a piece of drawing paper and crayons. The one with the object is to write thoughts about it on slips of paper and pass them to the other, who is to draw his conception of the object.



It is often said, "One picture is worth a thousand words." Pictures do have a way of speaking for themselves. The observant camera has its own clear interpretations, its own way of telling a story.

In these activities the children look into what the inquisitive and sympathetic lens has captured. Then they express what they see both orally and in writing.

In doing this, the children are called upon to look for details and to be observant. Their ability to draw their thoughts together into a cohesive paragraph or story is also stressed.

Idea:
The children select pictures from a group of photographs furnished them and write about what the pictures "say" to them.

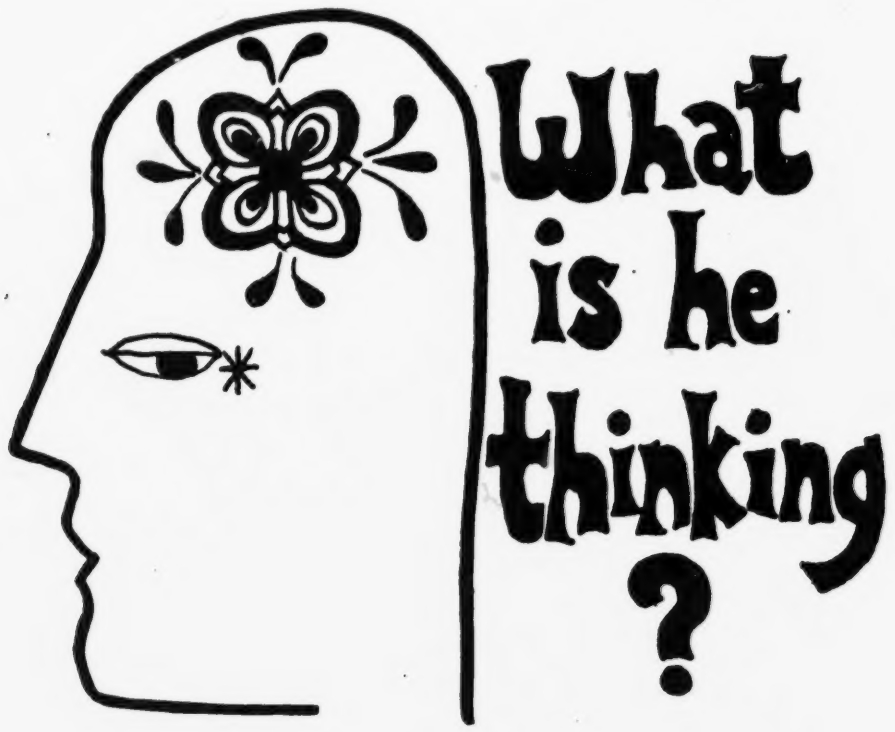
Materials Needed:

from the Box:	from the classroom:
the pictures earmarked for See Say	paper and pencils

Procedure:
1. Place one of the photographs before the class. Ask the children whether or not they like it and what they like or dislike about it.

2. Display the rest of the pictures. Ask each child to choose one and write a paragraph about what it "says" to him.

When will the Veteran's Parade come by? Waiting is hard work. Will I ever get to wear a uniform? Wonder if the waiting is worth it. Will I be able to see my dad? It must be fun to be a Veteran and march in parades, but why do they have to fight wars first?



Idea: The children project themselves into a picture with two or more people in it. They imagine themselves in the scene and how they would feel. Then they identify with one of the people in the scene and write about the situation from that person's point of view.

Materials Needed:

from the Box:	from the classroom:
pictures indicated for use in this activity	paper and pencil

Procedure:

1. Put one of the pictures designed for use with this activity in front of the room. Ask the children to imagine what different people in the picture are thinking.

2. Now put the other pictures in front of the room. Ask each child to choose one of the people in one of the pictures and to write about what that person is thinking. Some children may want to extend their writing to what that person might think about something else.

Idea:
Meaningful communication can, and frequently does, take place on a non-verbal level. Faces can "tell" us as much as words can, maybe more, sometimes. In order to make this point, have your pupils look at several pictures of a little boy and of an older man. This then leads into a discussion of the feelings portrayed in these pictures. Out of the discussion, the children can create (singly or together) stories which have their genesis in a given picture or pictures.

Materials Needed:

from the Box

pictures of a child and of an older man, both holding various expressions.

Procedure:
1. Put one picture of the child at a time in front of the classroom and ask your class how they think the child in the picture is feeling and why he might be feeling this way.

2. After you have done the above with all the pictures of the child, do the same with the pictures of the older man.

3. If you wish, have some of the children imitate some of the expressions and see if the others can guess which expression is being imitated.

In the two sections that follow, "Rainshower" and "Eventures", the children experience some of the various ways an event can be interpreted.

In the first, they encounter through two films two different viewpoints about a rainshower, after which they compare them. Then they try writing from the viewpoint of something or someone in one of the films.

In the second, they choose some event they have all shared in common and communicate something about it through presentations given by small groups.

In order to write creatively, it is important to be able to take a viewpoint different from one's own. While all writing expresses some viewpoint, only truly creative writing enables the reader vicariously to experience something through another's eyes. This exercise is designed to bring varying points of view vividly before your class, in the hope that they then will better understand what is involved in achieving broader perspectives.

Idea:
The children examine two film interpretations of a rainshower: one done from the artist's outlook, the other, from the outlook of the weatherman. Thus they are brought to recognize that a given event can be interpreted in different ways. Then they write about the rainshower from the point of view of something or someone in the movie.

Materials Needed:

from the Box:	from the classroom:
Rainshower movie I	pencils and paper
Rainshower movie II	16 mm. movie projector

Procedure:
1. Tell the children that they are going to listen to the sound tracks of two different movies and that you want them to interpret the sounds they hear. What feelings are evident? Guess what is happening. What are the movies about? What sort of mood do the sounds create?

Give them paper and pencil and have the children write down any thoughts they may have about what is heard on the two sound tracks. This is best done while they are actually listening, rather than after the event.

2. Have the children compare notes and share their impressions as to what the two sound tracks are all about.

3. Tell them that the sound tracks are both about a rainshower. Before you show the first movie, tell your class that it was filmed from the photographer's point of view. Ask them to watch for changes in the color of the sky as the storm approaches, the sounds of a rainy day, how the textures and smells are different from those of a dry, dusty day, etc. What are the colors of dawn? of morning? of afternoon? How does the rain affect life in the community? What reactions do you see among policemen, firemen, car washers, ice cream peddlers? Show the movie and encourage the children to compare their thoughts about it.

4. Tell the children that the second film was taken in a meteorological station, from the weatherman's point of view. Note how the people there react to a rainshower. How do their actions differ from those of the people you saw in the first movie?

5. Give your pupils time to compare their ideas.

6. Now have the children write a paragraph about a rainshower from the angle of something or someone in one of the movies, such as: duck, spider, cobweb, umbrella, pig, horse, ice cream peddler, policeman, cow, the earth, fields, farm boy, dog, sheep, tree, housewife, farmer, rooster, goose, robin, hen, flowers, school bus, newsman, construction worker, and so on.

Idea:
The class chooses some exciting event that they know and have strong feelings about. (If they can't agree, perhaps you and another teacher could stage an event or a small "happening.") Once they have decided, they split up into small groups and plan presentations of this event, after which they compare notes on their interpretations.

Materials Needed:

from the classroom:

paper and crayons

Procedure:
1. Help the class to choose an event and guide their discussion of it. What did it mean to different people in the class?

2. Divide the children into groups and have them plan presentations of the event. This will involve drawing a sequence of pictures (perhaps incorporating some of the MATCH Box objects into the sequence), writing a narrative script and planning appropriate sound effects.

3. Finally the various groups share their presentations, after which they can compare or contrast their differing interpretations of the original event.

catalog of objects

FEATHER FLOWER: this is an interesting object because the leaves and petals of the flower are made of feathers. Perhaps the children will notice the intriguing fact that a flower, a thing of nature, is made from the feathers of a bird, another part of nature.

RABBIT SKIN: the rabbit skin is furry on one side and cleaned (tanned) skin on the other. Encourage the children to feel and compare the two sides.

TIGER COWRIE SHELL: this is a shell found in the Pacific and Indian Oceans which is easily recognized by its "tiger-skin" markings. The animal which lives inside is also interesting, since he is able to change his color at will.

SLINKY: this is a toy which is not only amusing to play with, but also a good object for stirring the child's imagination through his tactile senses.

THE PIN AND CUP GAME: the pin and cup game (also called bilboquets) is a very old game which originated in Western Europe during the Medieval period. This particular one was carved in France. The object of the game is to flip the ball onto the cup-shaped end.

INDIAN TRIPODS: this wooden tripod was carved in one piece from a branch of a Shesham tree. It is used in East Indian temples to hold a ceremonial bowl of water.

TOTEM POLE: this totem pole was carved and painted by a tribe of Michigan Indians. Totem poles are supposed to represent the ancient lineage of an Indian family.

GETA: (pronounced 'gay-ta'): geta are Japanese shoes, worn outdoors or on cement floors. They are worn with a special Japanese sock, called tabi ('tah-bee'). When the Japanese are inside their homes, they remove their geta and wear only their tabi on their straw mat floors.

STARFISH: although the starfish is a familiar object to most children, it is still interesting because it does not look like a regular fish, such as a trout or a guppy. The children might like to know that if the starfish loses one of his arms in a fight or an accident, within a short time he grows a new one.

FAN: this fan is unusual because it is carved of sandalwood, a very light wood which comes from Malaysia.

PURSE: this is an old purse, of the type that elegant ladies took to a grand ball about a century ago.

CONCH SHELLS: In olden times, a conch shell was used as a horn to summon people. If you hold one just right, and blow very hard, you can make a hooting noise with it.

STETHOSCOPE: this is the instrument a doctor uses when he wants to hear what is going on inside your body.

GOGGLES: these were hand carved by members of the Netsilik Eskimo tribe in Northern Canada. They wear them while hunting for seals, in order to keep the glare from the ice out of their eyes.

SPERM WHALE TEETH: these are real teeth, the raw ivory out of which carvings are made. In the last century, whalers would spend their spare time polishing them and engraving them. Such carvings are known now as "scrimshaw."

72 small word cards

15 objects

12 large word cards

25 photographs - 11" x 14"

2 films on the same reel

1 tape recorder with tape and microphone

3 books - Miracles
Let Them Write Poetry
Teaching the Unteachable

8 bags for concealing objects

acknowLeDgements

We wish to express our sincere appreciation to Mr. Frederick H. Kresse, MATCH Box Project director, for his valuable assistance in the creation of this MATCH Box. His insight into the various aspects of self-expression helped to make this prototype possible.

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Mrs. Signe Hanson, Museum artist
Miss. Bonnie Baskin, Museum art co-ordinator

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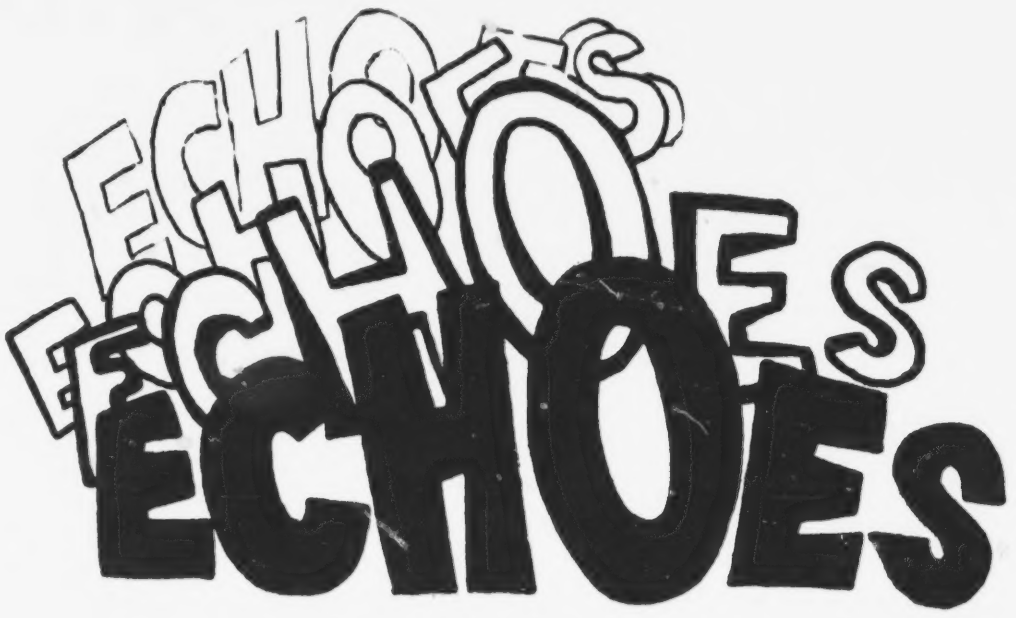

OTHER RELATED PROJECTS

Material Objects is a unit which suggests several activities to develop the child's ability to observe carefully. You need only the Teacher's Guide, since the materials can easily be accumulated from the classroom or from home. It is published by D. C. Heath and Co., 285 Columbus Ave., Boston, Mass. 02116.

Making It Strange is a programmed workbook of exercises in which the children are asked to think and write in fresh ways about old familiar things. "Please Don't Skate on the Ice Cream" is the title of one typical activity. It is published by Synectics, Inc., 14 1/2 Church St., Cambridge, Mass. 02138.

Meet the Arts is a television program produced for the National Educational Television Network's "21-inch Classroom". It is created by Sonja Hamlin at Boston's WGBH-TV (Channel 2). She presents selected works of art to the children and helps them understand the works as messages from artists. Consult your nearest NET station listing for details, or write WGBH-TV, 125 Western Ave., Boston, Mass. 02134.

BOOKS IN THE BOX

These books are for you to use during the unit: as sources for teaching ideas, as sources for examples of writing by other children, and for the broader purposes of teaching creative writing.

Kohl, Herbert R. Teaching the "Unteachable". Reprinted as a pamphlet by The New York Review (of Books), 250 West 57th St., New York City 10019: 1967. $1.00.

Lewis, Richard (ed.). Miracles: Poems by Children of the English-Speaking World. Simon and Schuster, Inc., 1 West 39th St., New York City 10018: 1966. $4.95.

Walter, Nina Willis. Let Them Write Poetry. Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York City 10017: 1962, reprinted 1967. $2.75 in paperback.

OTHER BOOKS FOR YOU

Hayakawa, S. I. Language in Thought and Action. Harcourt, Brace & World, Inc., 757 Third Ave., New York City 10017: 2nd ed., 1964. $3.25 in paperback. (A book explaining the different ways in which people use language to communicate and miscommunicate.)

Marshall, Sybil. An Experiment in Education. Cambridge University Press, 32 East 57th St., New York City 10022: 1963. $4.75. (An English teacher describes her experiences in developing creative self-expression with her class.)

Richardson, Elwyn S. In the Early World. The New Zealand Council for Educational Research, Wellington, New Zealand: 1964. $6.95. (A zoologist describes his teaching experiences in a New Zealand county. "The wit and growing perceptive power that emerges from (the children's) study of the world about them and which is revealed in their poetry, art, and prose is invariably vivid, often profound, and always interesting.")

BOOKS FOR THE CHILDREN

Finley, Maeve O'Reilly. Haiku for You. Vantage Press, Inc., 120 West 31st st., New York City 10001: 1966. $2.50. (A variety of three-line verse on dozens of topics.)

Jarrell, Randall. The Bat Poet. Macmillan Co., 60 Fifth Ave., New York City 10011: 1963, reprinted 1966. $2.95. (A bat braves the daylight and the criticism of his friends to make up poems about what he sees.)

Mary-Rousselière, Guy. Beyond the High Hills. World Publishing Co., 2231 West 110th St., Cleveland, Ohio 44102. $3.95. (Eskimos speak in poetry about their life and land; their utterances are collected into a book, with complementary photographs by M. Mary-Rousselière.)

If your local bookseller cannot supply you, we suggest that you write directly to the publisher concerned. If you are in the New England area and need quick service, try one of these book distributors:

Campbell and Hall, Inc., 1047 Commonwealth Ave., Boston, Mass. 617/254-4500

Nathaniel Dame & Co., 133 Walden St., Cambridge, Mass. 617/876-6846

FILMS

Hailstones and Halibut Bones. 16mm., 6 min. Boston Public Library, Copley Square, Boston, Mass. Also rentable @ $3.60 from Mass. State Dept. of Education, 182 Tremont St., Boston, Mass. (A movie of a poem about colors and what they bring to mind.)

Poetry to Grow On. Grover Films, Box 303, Monterey, California. (Poems are depicted, as they are read, by good photography.)

Silent Snow, Secret Snow. Boston Public Library, Copley Square, Boston, Mass. Also rentable at $7.20 from State Dept. of Education, 182 Tremont St., Boston, Mass. (A moving exploration into the private, imaginative world of a young boy.)

The White Mane. 16mm., 39 min. Boston Public Library, Copley Square, Boston, Mass. Also rentable @ $7.20 from Mass. State Dept. of Education, 182 Tremont St., Boston, Mass. (A good story about a boy and a wild horse; it leaves the viewer guessing at the end.)

About the MATCH Box Project

The MATCH Box Project is concerned with how real objects together with other materials can be used to make teaching and learning in elementary schools more meaningful and fun.

For teaching and learning to occur there must be communication. Mostly we use words to communicate in the classroom. We try to do practically everything with them. But there are people for whom this is not the best way, and there are ideas and experiences and insights which words can only hint at or not convey at all. If we want to teach many things to many people, we must commit ourselves to using many ways.

MATCH Boxes are systems of materials and activities that communicate in a variety of ways. Built around specific topics, they contain objects of all sorts, films, pictures, games, recordings, projectors, supplies, and a pattern for using these things -- the Teacher's Guide.

Each MATCH Box is unique -- a probe into the realm of non-verbal learning. Since 1964 when the Project began, 16 of them in prototype form have been developed and tested in the schools.

First Generation - completed September 1965

Grouping Birds	K - 2
The City	1 - 3
The Algonquins	3, 4
Seeds	3, 4
A House of Ancient Greece	5, 6

Second Generation - completed September 1966

Houses	1 - 3
Animal Camouflage	2, 3
Netsilik Eskimos	3, 4
Musical Sounds and Shapes	3, 4
Rocks	5, 6
Japanese Family 1966	5, 6
Medieval People	5, 6

Third Generation - completed September 1967

Waterplay	Nursery - 2
Imagination Unlimited	3, 4
"Paddle-to-the-Sea"	4 - 6
The MATCH Box Press	5, 6